

Section I. State Performance Plan Monitoring Priorities, Indicators, and Targets

State Performance Plan Indicators

Federal Regulations provide guidance to SEAs that require monitoring of LEA's to be completed so that improved educational results and functional outcomes for students with disabilities occur. Focus upon the State Performance Plan (SPP) and performance targets established within that plan is central to the monitoring process. Compliance indicators are related to SPP indicators.

Indicator 1 - Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the state graduating with a regular diploma

Indicator 2 - Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school

Indicator 3 - Participation and performance of children with disabilities on statewide assessments:

- A. Percent of districts meeting the state's AYP objectives for progress for disability subgroup
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations, alternate assessment against grade level standards, alternate assessment against alternate achievement standards
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards

Indicator 4 - Rates of suspension and expulsion:

- A. Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of districts identified by the state as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.

Indicator 5 - Percent of children with IEPs ages 6 through 21:

- A. Removed from regular class less than 21% of the day
- B. Removed from regular class greater than 60% of the day
- C. Served in either public/private separate schools, residential placements, or homebound or hospital placements

Indicator 6 - Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings, home, and part-time EC/Part-Time ECSE settings)

Indicator 7 - Percent of preschool children with IEPs who demonstrate improved:

- A. Positive social-emotional skills (including social relationships)
- B. Acquisition and use of knowledge and skills (including early language/communication and early literacy) and
- C. Use of appropriate behaviors to meet their needs

Indicator 8 - Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Indicator 9 - Percent of districts with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

Indicator 10 - Percent of districts with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

Indicator 11 - Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (or state established timelines)

Indicator 12 - Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.

Indicator 13 - Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals

Indicator 14 - Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school

Indicator 15 - General supervision system identifies and corrects noncompliance as soon as possible but in no case later than one year from identification

Indicator 16 - Percent of signed written complaints with reports issued that were resolved within 60 day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint

Indicator 17 - Percent of fully adjudicated due process hearing requests that were fully adjudicated with the 45 day timeline or a timeline that is properly extended by the hearing officer at the request of either party

Indicator 18 - Percent of hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements

Indicator 19 - Percent of mediations held that resulted in mediation agreements

Indicator 20 - State reported data (618 and State Performance Plan and Annual Performance Report) are timely and accurate.

Section II. Program Review Indicators

Program compliance indicators have been identified to assist individuals responsible for the administration of special education programs in implementing all required regulations and to assist them in state performance targets. The indicators are divided into the following documents

100	Administration
200	Special Education Process
300	Discipline
400	Speech Implementer
500	Transfer In-State
550	Transfer Out-of-State
600	Eligibility Criteria: Autism
700	Eligibility Criteria: Deaf/Blind
800	Eligibility Criteria: Emotional Disturbance
900	Eligibility Criteria: Hearing Impairment/Deafness
1000	Eligibility Criteria: Mental Retardation/Intellectual Disorder
1100	Eligibility Criteria: Multiple Disabilities
1200	Eligibility Criteria: Orthopedic Impairment
1300	Eligibility Criteria: Other Health Impairment
1400	Eligibility Criteria: Specific Learning Disability
1500	Eligibility Criteria: Language Impairment
1600	Eligibility Criteria: Sound System Disorder (Articulation and/or Phonology)
1700	Eligibility Criteria: Speech-Fluency
1800	Eligibility Criteria: Speech-Voice
1900	Eligibility Criteria: Traumatic Brain Injury
2000	Eligibility Criteria: Visual Impairment/Blindness
2100	Eligibility Criteria: Young Child with a Developmental Delay